R E P O R T R E S U M E S

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QUESTIONNAIRE FOR THE SCHOOL DISTRICT ON ARTICULATION IN THE FOREIGN LANGUAGE PROGRAM, ELEMENTARY SCHOOL TO GRADUATE SCHOOL.

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DESIGNED TO OBTAIN INFORMATION ON ARTICULATION OF LANGUAGE PROGRAMS IN THE UNITED STATES, ONE OF THESE QUESTIONNAIRES DEALS WITH FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS, THE OTHER WITH LANGUAGE STUDY AT THE UNDERGRADUATE AND GRADUATE LEVELS IN COLLEGES AND UNIVERSITIES. SUBJECTS COVERED ARE--(1) SEQUENCE LENGTH, (2) COURSE CONTENT, (3) SELECTION OF STUDENTS, (4) COORDINATION OF INSTRUCTION, (5) COLLEGE ADMISSION REQUIREMENTS, (6) COLLEGE PLACEMENT, (7) TESTS, (8) TEACHING METHODS, (9) STUDENTS' CAREER PLANS, (10) TEACHING FELLOWSHIPS, (11) SUPERVISION OF COLLEGE TEACHERS, AND (12) PH.D. LANGUAGE EXAMINATIONS. (AM)

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
MILLERSVILLE STATE COLLEGE
MILLERSVILLE, PENNSYLVANIA 17551

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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I have been asked to contribute to a symposium on the teaching of foreign languages in the United States. My assignment is a chapter to deal with the problems of articulation and continuity in foreign language study from the elementary school through college.

In order that I may produce an intelligent and accurate picture of the situation as it presently exists I have drawn up the enclosed questionnaire and am sending it to a representative sampling of school districts. It is my sincere hope that, as busy as I know you are, you will give me your generous cooperation in seeing to it that the questionnaire is completed fully and accurately and mailed back to me in the enclosed envelope. It is only with your help that I will be able to make a contribution to the improvement of foreign language teaching in this country.

You will note that the questionnaire deals with foreign-language instruction on the elementary, junior high school, and senior high school levels. It is possible that your school district does not sponsor foreign languages on all three levels, but will you please reply to the questions which do pertain to your particular situation? It is possible that you may find the questionnaire to be of value in improving your language program.

Since I am faced with an early deadline, I will be most appreciative of a prompt reply.

Very truly yours,

Theodore H. Rupp, Chairman
Department of Foreign Languages

THR:maz
Encs.

FL 000 284

QUESTIONNAIRE FOR THE SCHOOL DISTRICT ON ARTICULATION IN THE FOREIGN LANGUAGE PROGRAM ELEMENTARY SCHOOL TO COLLEGE

Part I-Elementary School

1. At what grade from 1 to 6 is instruction in FL (foreign language) first given in your district?

2. How many periods per week and of what length each?

3. Is the teaching done by the regular grade teachers or by specialists?

4. Is there a person designated as coordinator?

5. Do the teachers have a syllabus for each grade?

6. Who is responsible for the existence of syllabi?

7. Are they prepared locally or purchased elsewhere?

8. Is there a single course of study providing for progression from the first to the last year of FL instruction?

9. Whose responsibility is the course of study?

10. Was it written locally or purchased elsewhere?

11. Do all the children in a given grade receive FL instruction?

12. If not, what is the basis for selection?

13. What coordination, if any, is there of the FL with other subjects?

14. If the teaching is done by specialists, what part, if any, does the regular teacher have in FL instruction?

15. In the elementary school program in general what percentage of emphasis is given to teaching the following: reading____%, writing____%, understanding____%, speaking____%, mechanics of the language____%, (other)_____ _____% ?

16. What attempt, if any, is made to prepare the children for their junior high school FL course?

Part II-Junior High School

1. In what grade from 7-9 is FL instruction first given?

2. How many periods per week and how many minutes each?

3. Is there any articulation between the elementary FL program and the Junior High School program?

4. Who is responsible for providing this articulation?

5. How is it made possible (for example, sequential course of study, teacher conferences, etc.)?

6. Do all children who have had an FL in elementary school have one in Junior High School?

7. If not, what is the basis for selection?

8. Do some children begin an FL who have never had it before?

9. Are they placed in separate beginners' classes or with children who had the FL in elementary school?

10. If in separate classes, are the two groups kept in separate tracks through Junior High School?

11. If the answer to No. 10 is "no", in what grade do they merge?

12. If the two groups are not separated from the beginning, how does the instruction provide for the difference?

13. Who is responsible for the existence of a syllabus for each course?

14. Is there a course of study for the whole Junior High School sequence?

15. If so, who is responsible for its preparation or procurement?

16. What percentage of emphasis is given to the following areas: reading_____%, writing_____%, speaking_____%, mechanics of the language_____%, understanding_____%, (other)_____ _____% ?

17. What attempt, if any, is made to prepare the pupils for their high school FL course?

Part III-High School

1. In what grade (9 or 10 to 12) is an FL first given?

2. How many years of one FL are offered?

3. How many years does the majority of students studying an FL take?

4. How many years does the majority of those going to college take?

5. Do most students taking an FL have it their senior year?

6. Their junior year?

7. Is there a person responsible for coordinating instruction in one or more FL's?

8. How much teaching does this person do?

9. Do you have a course of study to cover the whole high school sequence in each FL?

10. Whose responsibility are the syllabi and course of study?

11. Is there continuity in the FL between the Junior High School and High School?

12. Who is responsible for establishing and maintaining the continuity?

13. How is it accomplished (for example, through the course of study, teacher meetings, use of textbook series, etc.)?

14. Where pupils have not had an FL in Junior High School are there beginning classes in High School?

15. Where they have had an FL in grades 7, 8, and 9, to what course are they assigned in High School (for example, beginning Spanish, second-year Spanish, etc.)?

16. In grades 8 and 9?

17. Do all pupils who have passed an FL in Junior High School take the FL in High School?

18. If not, what is the basis for selection?

19. In general in the High School sequence taken by college-bound pupils what percentage of your total time is spent teaching the following: speaking_____%, understanding_____%, mechanics of the language_____%, reading_____%, writing_____%, civilization_____%, literature_____%, (other)_____ _____%?

20. Do you have an advanced Placement Program in FL's?

21. By what means is it determined where to place the instructional emphasis for college -bound pupils (for example, CEEB tests, conducting surveys of colleges, former students)?

22. Who is responsible for keeping abreast of changing emphases in college FL study?

23. What do you think the colleges expect you to emphasize most in preparing your students for college FL courses?

24. How many years of one FL do you recommend as adequate preparation for college FL courses?

25. Does the school district possess a single course of study in each FL taught providing for year-to-year continuity in the program from the beginning in the elementary or Junior High School to the end in High School?

26. Are copies available, and what is the cost?

COMMENTS:

Submitted by:

Position:

School District:

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
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MILLERSVILLE, PENNSYLVANIA 17551

I have been asked to contribute to a symposium on the teaching of foreign languages in the United States. My assignment is a chapter to deal with the problems of articulation and continuity in foreign language study from the elementary school to the university.

In order to produce an intelligent and accurate picture of the situation as it presently exists I have drawn up one questionnaire to be sent to school districts and two others for the colleges and graduate schools. It is my sincere hope that, as busy as I know you are, you will give me your generous cooperation in seeing to it that the questionnaire is completed fully and accurately and returned to me in the enclosed envelope. It is only with your help that I will be able to make a contribution to the eventual improvement in the teaching of foreign languages on all levels.

Since I am faced with an early deadline, I will be most appreciative of a prompt reply.

Very truly yours,

Theodore H. Rupp, Chairman
Department of Foreign Languages

THR:maz
Encs.

QUESTIONNAIRE FOR COLLEGES AND GRADUATE SCHOOLS
ARTICULATION IN THE FOREIGN LANGUAGE PROGRAM
FROM HIGH SCHOOL TO GRADUATE SCHOOL

Part I-College

1. Do you have an FL (foreign language) requirement for admission, and if so, how many years of one FL?

2. Do you have an FL requirement for graduation, and if so, how many semester-hours?

3. May this figure (in No. 2) include a year of the beginners' FL course?

4. Do you use a test for placement purposes?

5. If you use the CEEB Reading Test, what score is required for placement in the intermediate course?

6. What use do you make of the CEEB Listening Test?

7. How many years of high school FL do you consider necessary for the student to do satisfactory work in the college intermediate course?

8. If a college student is a beginner in an FL, how many semester-hours does he need to enter the intermediate course?

9. What percentage of their total time do you think the high schools should spend teaching the following: reading____%, writing____% speaking____%, understanding____%, mechanics of the language____%, civilization____%, literature____%, (other)_____ _____% ?

10. Of the phases you consider most important in high school teaching which one is most neglected or poorly taught in high school?

11. Do you think the high schools do a satisfactory job of teaching their students to speak with an acceptable accent?

12. To speak with grammatical correctness?

13. To understand the spoken language?

14. For your college intermediate course is there a common course of study for all sections?

15. Is there a person charged with the specific responsibility of coordinating the intermediate course?

16. Is your intermediate course articulated with the FL curricula of the high schools of your students?

17. How do the products of your college elementary course perform in the intermediate classes as compared with the products of the high school FL courses?

18. If the high school products were as well prepared as you would like, what would you spend <u>less</u> time teaching in your college courses?

19. <u>More</u> time?

20. What course normally follows your intermediate course?

21. Do you feel that the majority of the students taking the course are adequately prepared for it?

22. If not, why not?

23. Is English or the FL the language of the classroom in the following courses: elementary_____, intermediate_____, course following intermed. _____, advanced courses_____.

24. In the instruction of your undergraduate <u>majors</u> on what one phase does your department place the greatest emphasis (for example, language skills, linguistics, civilization, literary texts, literary history and criticism, etc.)?

25. How important do you think it is for your majors upon graduation to be able to speak and understand the FL? Check one: very important____, of medium importance____, not important____.

26. What will the majority of your majors do upon graduation?

27. Do you have a teacher-training program aimed specifically at future college FL teachers?

28. Do you see any need for such a program?

29. In what one phase of your college program do you think the graduate schools expect your graduates to have their greatest strength?

COMMENTS:

Submitted by:

Position:

Institution:

Part II-Graduate School

1. To what one phase of undergraduate FL instruction do you think the college should devote the greatest attention (see No. 24 of Part I)?

2. In what phase of FL knowledge are your graduate students most deficient upon entrance?

3. How important do you consider it to be for your students upon entrance to be able to speak and understand the FL? Check one: Very important_____, of medium importance_____, not important_____.

4. Upon obtaining the master's degree?

5. The doctor's degree?

6. What type of position do most of your students obtain upon termination of their graduate study (for example, college teaching and research, secondary school teaching, diplomacy, etc.)?

7. Of those who go into college teaching what percentage have had at least one semester of classroom teaching experience under supervision?

8. Do you consider such experience necessary for prospective college teachers?

9. For prospective college teachers is there any prerequisite of pedagogical training and experience for admission to graduate school?

10. Are you in favor of such a prerequisite?

11. Do you have, and do you favor such a prerequisite for the granting of an advanced degree? (Two answers desired.)

12. In awarding your teaching fellowships do you give any special consideration to persons who have had teacher-training and experience?

13. Do your teaching fellows participate in a training program involving supervision and classroom visitation?

14. If not, do you favor such a program?

15. In the language examinations required for the Ph.D. in all fields are you in favor of requiring the candidate to demonstrate any other language skill besides reading, and if so, what?

COMMENTS:

Submitted by:

Position:

Institution: